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**Striking a balance: students' tendencies to oversimplify or overcomplicate in mathematical modeling.**

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Summary: With the adoption of the Common Core State Standards for Mathematics (CCSSM), the process of mathematical modeling has been given increased attention in mathematics education. This article reports on a study intended to inform the implementation of modeling in classroom contexts by examining students' interactions with the process of creating mathematical models and analyzing the types of models so generated. Results indicate students' tendencies to oversimplify or overcomplicate the modeling process. Implications of the study are discussed, especially for understanding which aspects of the modeling cycle might be most helpful for teachers to focus on in order to develop students' modeling abilities.

*Classification:* M10 D30

*Keywords:* mathematical model building; lower secondary; research; common core state standards for mathematics; real-life mathematics; oversimplification; overcomplication; teaching; student modeling process; making assumptions; mathematization; revision; elementary algebra

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